

# The Integrated Leadership Framework & Faculty Development at the Brody School of Medicine

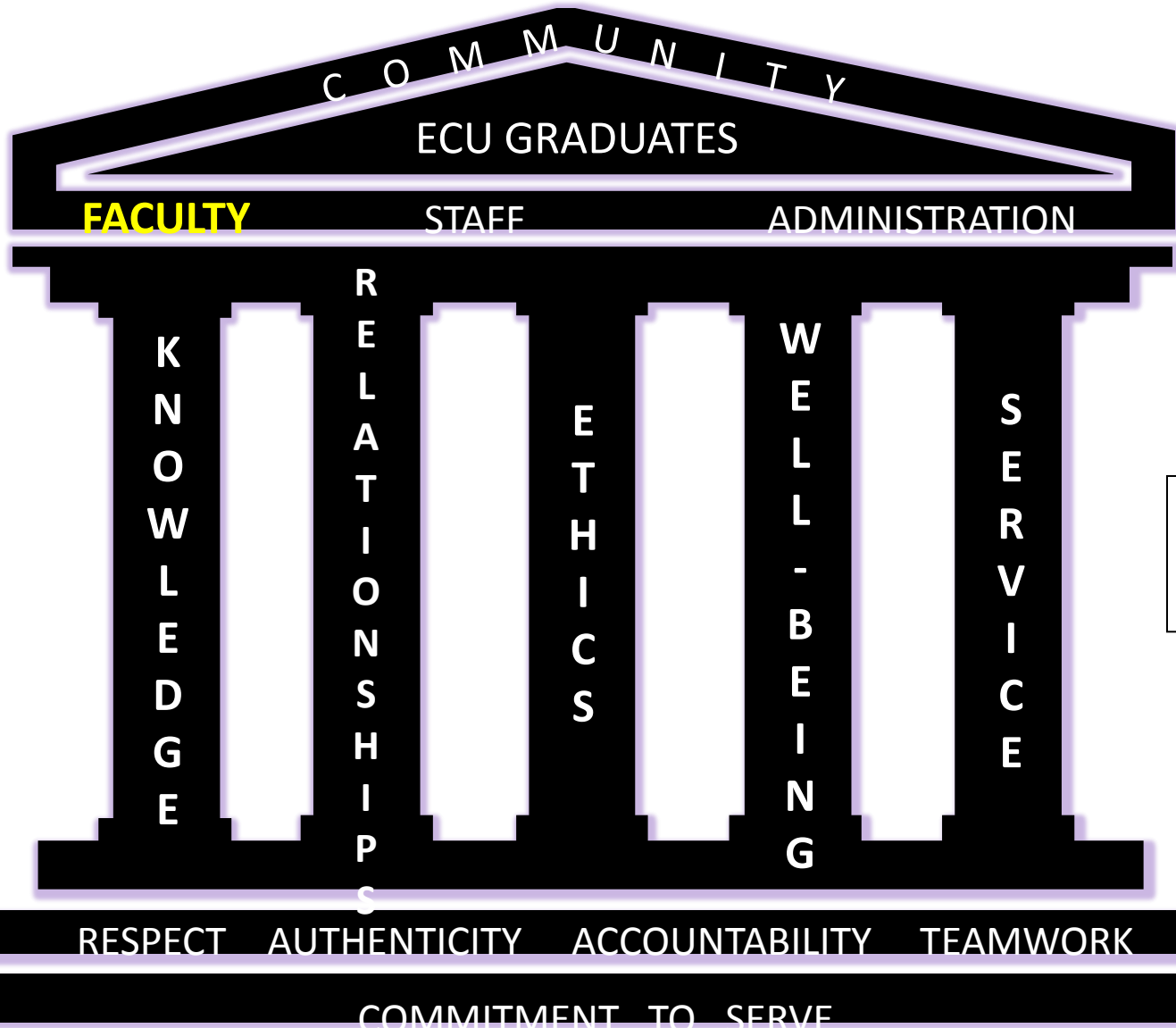


Carl E. Haisch, MD  
Kathryn M. Verbanac, PhD

2011 Leadership Forum



# Brody Fits the Leadership Framework



*Key Areas of Development*

*Shared Values*

# Integrated Leadership Framework & Faculty Development at BSOM

- Renewed Emphasis on Leadership
- Office of Faculty Development
- Formal workshops (P&T, teaching and research skills, etc.)
- INSPRE program to mentor and increase retention of junior faculty (INclusion, Support, Professional development, Retention, Enrichment)

# The Faculty Development Advisory Group (MD and PhD) met 1 hour per Developmental Area

Knowledge	Relationships	Ethics	Well-being	Service
Critical Thinker	Mentor	Active Citizen	Healthy Individual	Catalyst for Positive Change

- Critically examined what we are doing
  - Identify and formalize
  - Affirm and enhance
  - Create or expand
- Used and adapted the tool that has been institutionally adopted

**APPLICATION**

**SELF AWARENESS  
SKILL DEVELOPMENT**

Stage of Development	Domain: Mentor / Relationships Goal: Effective Mentor Avenues		Evidence	Assessment Tools
6 Integration/ synthesis	Mentoring and empowering others to mentor	Experienced with junior Co-mentor	Mentee moving through other steps Master mentors Institutional requirements	
5 Generativity	Fostering the development of others	Interacting with faculty, staff and students	Direction of learners in clinical/science areas Leadership roles	CV and annual report Post doctoral fellows
4 Complex application and behavior development	Collaborating	Being members of committees Collaboration with others	Committee membership Collaboration in education or research	Committee participation
3 Application	Communicating effectively	Responding to communication How to challenge One method of communication may not work How to confront others	Development of communication skills Prepare a written response to faculty evaluation	Checklist Feedback from Department chair Mentee feedback
2 Exploration	Understanding interdependencies of people and environments	Organizational school, culture behavior, committees, students, departments Interdependency or organization	New faculty orientation	
1 Awareness, knowledge	Understanding self and others	Analysis – self Self assessment	Faculty orientation	Faculty evaluation

# Framework Status / Faculty Development at BSOM

- Work in Progress
- Plan for Fall 2011
  - Polish and make sure concepts are correct
  - Document and analyze what we are doing
  - Identify areas and skill sets that need development.
  - Select several areas for focused action
  - How to effect culture shift and buy-in?

# ECU Framework and the Physician Leadership Institute

- Two leadership programs mesh to a degree
- Hospital Physician Leadership Institute
  - Focused and grooming people for certain tasks
- ECU Framework distinctions
  - Calling for a culture shift
  - Inclusive: Leadership is non-positional
  - Leadership potential in all faculty
  - Can apply to residents

# The Integrated Leadership Framework at Brody

- Rudimentary Start
- Faculty Focused
- Increased interest and Faculty Input Developed
  - Some initial hesitancies
  - Consistent active committee member participation
- Moving Ahead
- Meshes with ECU and Hospital Goals

# Acknowledgements

## Faculty Development Advisory Committee

Carl Haisch, MD, Chair

Rob Carroll, PhD

Maria Clay, PhD

Kendra Harris, EdD

Lesly Mega, MD

Dorothy Muller, PhD

David Musick, PhD

Kathy Prevall, MD

Kathryn Verbanac, PhD